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ABSTRACT

This report describes the proceedings of the Association for Education in Journalism--Junior College Journalism Association Advertising Workshop, held at Fort Collins, Colorado, with the general objective of organizing an introductory advertising course. The specific objectives of the workshop were to determine the content, textbooks, and types of testing in an introductory advertising course and to organize the course to fit the specific needs of junior colleges, which are increasingly including beginning journalism and advertising courses in their curricula. The contents of the report include the keynote address, a rationale for the introductory advertising course, suggestions for teaching methods, a discussion of the needs of junior college students, guidelines for determining course goals and strategies, and suggestions for evaluating student performance. (RB)

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THE INTRODUCTORY ADVERTISING COURSE

Organization, Content, Textbooks and Testing

Proceedings of the AEJ-JCJA Advertising Workshop

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A workshop presented by The Advertising Division of the Association for Education in Journalism to the Junior College Journalism Association, AEJ Convention, Ft. Collins, Colorado, August, 1973.

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FOREWORD

The 1973 AEJ-JCJA convention at Fort Collins marked an important step forward for members of both the advertising and the junior college divisions. This occurred through the combined efforts of the two divisions which worked together to present panel discussions of interest to both segments.

Planners for both divisions felt that much was to be gained through a close-working relationship between advertising teachers in four-year schools and teachers in junior colleges who include advertising education as part of their two-year programs. They felt that an important beginning point might be dialogue which could result from panel discussions including both groups. That was accomplished in Fort Collins. Discussions brought to light many areas of mutual concern--and brought understanding and respect between members of the two groups.

It is my pleasure to see that these discussions are now available to you in written form. Members of the Junior College Journalism Association hope that it may be the first step in a continuing dialogue in which students at two-year and four-year institutions will benefit as the end result.

W. B. Daugherty, President
Junior College Journalism Association

PREFACE

This workshop evolved from the 1972 Executive Committee meeting of the AEJ Advertising Division in Carbondale, Illinois.

The project was a natural. Advertising was becoming a common course in the rapidly expanding junior colleges, the JCJA was beginning to play an important role in the development of journalism and advertising education, and the AEJ Advertising Division felt a need to offer its services to advertising educators at all levels of instruction.

The Workshop in Ft. Collins was a success. AEJ and JCJA members shared their views and experiences, sorted out their disagreements, and found a common denominator--a determined interest in the improvement of advertising education.

This Proceedings is dedicated to the advertising educator. It is designed primarily for the many people who offer advertising instruction and were unable to attend the Ft. Collins meeting.

Many thanks to Tom Bowers, workshop chairman, the panelists and moderators, and officials of AEJ and JCJA who helped make the Workshop a success. My personal gratitude is extended to Miss Margaret Cook who patiently produced a transcript--word by word--from a severely retarded tape.

JRL

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"Need in Advertising Education: Better Cooperation with Junior Colleges"

By Kenward L. Atkin

Michigan State University

"NEED IN ADVERTISING EDUCATION:

BETTER COOPERATION WITH JUNIOR COLLEGES"

By Kenward L. Atkin

Michigan State University

There has been a quiet revolution in higher education which is having an enormous impact on traditional views. Like it or not, the junior college-community college is an idea whose time has come.

In 1960, junior colleges enrolled 660,000 students in 678 institutions. In 1972, there were 2,866,000 students enrolled in 1,141 schools.

One can only conclude that those of us in four-year schools no longer have a franchise on the first two years of higher education.

There has been a corollary outcome which we are not handling effectively--the need to make specific provision for the transfer of junior college students to four-year schools for their last two years of work. One of the most obvious aspects of that problem is the question of whether to grant credit for professional courses and general education courses taken at the junior college.* Those of us involved in advertising education at the four-year schools face a specific question: "Should we grant credit for the introductory advertising course taught in junior colleges?" There are other problems, of course.

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*See Appendix, page 42, for current developments in junior-senior college relationships in the state of Michigan.

The Junior College--Middleman in Education

The idea of the junior college evolved in the last century. The initiators wanted to shift the first two years of college study from the university campus to the high schools because many high school graduates of that time were inadequately prepared for the rigorous demands of college study. What followed was a compromise.

The University of Chicago established the first junior college as a lower division school in 1896. The California legislature passed a law in 1907 permitting secondary schools to extend their programs for an additional two years at their discretion.

The following fifty years saw a rather slow and painful development of junior college programs--until the educational boom of the 1950's. Since then their growth has been phenomenal.

A distinction should be made between junior colleges and community colleges, although this difference is often blurred in practice. Junior colleges are primarily preparatory schools for universities and place their major emphasis on transfer courses. Community colleges combine the junior college approach with the addition of continuing education, short-term training, technical and business preparation. When students complete their selected program, they receive an "associate" degree.

I shall refer to both as junior colleges.

All of us are aware, I'm sure, of the reasons for the growth of the junior colleges.

1. They appeal to students who cannot meet the entrance requirements of universities.
2. They appeal to students who cannot afford universities.

3. They appeal to students who desire to live close to home.
4. They appeal to students who are not sure college is for them.
5. They appeal to students who feel the junior colleges are more student-oriented.
6. Lifelong education is becoming a way of life in our society.

Articulation

Transfer admissions are now a priority business in higher education. Most junior colleges are actively making arrangements for improved articulation, the process of providing a smooth flow of students from school to school.

The trend is toward statewide plans that have as their basis the acceptance of associate degrees or a core curriculum. Several states have articulation policies developed as statewide agreements. One state, Illinois, has a plan mandated by legislation, and there will probably be more in the near future.

There are three basic modes of articulation:

1. formal and legal policies, distinguished by timing and breadth of contribution from the various levels of education (4 states);
2. state system policies whereby the state body responsible for community college education tends to be a controlling rather than a coordinating agency (16 states); and
3. voluntary agreements among junior and senior institutions which rely heavily on regular and individual subject-matter liaison committees created to pinpoint problems and recommend policies and procedures (2 states).

Issues

The issues which need resolution between junior and senior schools are also the issues which affect professionally-oriented programs within the broad educational context.

1. Admissions. Should the four-year schools admit transfer students who have successfully completed their programs, i.e., with a 2.0 GPA or better?
2. Evaluation of Transfer Courses. How should junior college courses be evaluated when presented for transfer credit? Should grades below a "C" transfer?
3. Curriculum Planning. What steps can be taken to avoid loss of time and credit by junior college students for coursework we require the first two years in our schools?
4. Advising, Counseling, and Other Student Personnel Services. What can we do to improve academic advising of transfer students? How do we correlate the four-year school general requirements with our own specialized degree requirements?
5. Articulation Programs. When the sheer number of institutions precludes direct representation from each other, how can the desired representation be attained? Should articulation machinery be voluntary or legally-mandated? Is there a need for both institutional and statewide articulation activities? Is there a need for professional accrediting programs to accommodate such agreements? How can good communication be achieved?

Accreditation

Accreditation is a major roadblock to efficient articulation. One

experienced official calls accreditation "the most vexing factor in the transfer admission process." This includes both the concern of senior institutions about the accreditation of junior colleges and also the professional-school accrediting agencies. All too often the professional-school accrediting agency does not allow credits from lower division institutions to apply toward professional degrees.

In the case of advertising education, the two principal accrediting groups are the American Council of Education for Journalism (ACEJ) and the American Association of Collegiate Schools of Business (AACSB). I think it is fair to say that the AACSB is the larger and more powerful of the two as it controls business schools throughout the nation.

I also suspect that the junior colleges with advertising courses would say the AACSB is their biggest headache. The AACSB Standards Book states:

> In general the accredited degree school shall limit transfer credit for business courses which it applies toward its degree requirements, taken at a lower division level, to such courses as it offers at that level.

This means that no course taught at the sophomore level or below in the junior college can be given credit if it is taught at a higher level in a four-year school. Business schools widely teach principles of accounting, law, statistics, and economics at the sophomore level; however, advertising is seldom taught below the junior year. Thus, most junior college transfers cannot receive credit for a principles of advertising course at the vast majority of AACSB schools.

What about our accrediting arm, the ACEJ? What are our accrediting requirements vis-à-vis the transfer of junior college advertising and journalism courses?

Frankly, I don't know the current situation as it concerns advertising except to say that there appears to be more flexibility than with the AACSB. The AEJ has awarded at least partial recognition to junior college journalism by virtue of accepting junior college teachers as regular members.

The Junior College Journalism Association, organized in 1968, and now an affiliate of AEJ, has been consulting with ACEJ. While I have not contacted either group, I understand they are having discussions about establishing a joint committee to work out articulation problems.

The JCJA feels that the establishment of certification standards will facilitate the transfer of courses to four-year schools. It will aid the junior college instructor by providing recognized guidelines upon which he can proceed with his course formulation.

My best guess is that each of our schools establishes its own policy about accepting transfer credit for a principles of advertising, public relations, or graphics course. I know of no hard and fast rules. Overall, however, there seems to be resistance to awarding credit for specific professional courses in four-year schools on the basis that "only father knows how to teach them."

What should we do in the Advertising Division? Let's look at the junior college point of view.

The Junior College Argument

Those of you who are teaching advertising or related courses in junior colleges have raised legitimate arguments for offering courses and securing transfer credit for your students.

1. Is it not advantageous to expose students to an introductory course in their first two years so they become acquainted with the field?
2. Is it not advantageous to expose students to an introductory course when they are uncertain about a major and thus see if it is their "bag"? And, if so, cannot they better select a senior school with an advertising program?
3. Is it necessary to take a journalism or marketing course before taking the introductory advertising course? Why can't it come first?
4. Can't the senior schools have more faith in the competency of the junior college teacher? Aren't the introductory texts similar enough to assure some standardization? If not, could we not tell them what else is necessary for strengthening their courses? Could we not specify particular texts as preferred?
5. Is it not best to give some direction toward professional education during the first two years when so many students are unsure of their motivation? (At Michigan State, we dropped the introductory course to the sophomore level and attracted 50 percent more majors.)

Other Problems

I'll not discuss the many problems that plague the transfer student, such as what to do about the "D" grade, pass-fail, or number of credits. They can be solved.

At my own school, Michigan State University, we have a summer academic orientation program where we counsel all new students, freshmen

and transfer students. I had the responsibility this summer of meeting with twelve groups of freshmen-to-be and five groups of transfer students.

Inasmuch as I was preparing this paper, I took a keener interest than usual in these activities. One outcome has been a revamping of our advising procedure and policy for both freshmen and transfers. I don't know how it is at other schools, but at MSU, out of 100 incoming junior majors, some 30 percent are transfer students, another 30 percent begin as freshmen with a stated preference for an advertising major and are thus assigned to the department for advising and control, and the remaining 40 percent are students who transferred into advertising from other programs in the university.

In past years, I have been guilty, along with so many others in senior schools, of viewing many junior colleges and community colleges as having inferior programs and many inferior students. They were often "open" institutions which accepted anyone with a high school degree. I know of students turned down as freshmen at MSU who then went to a junior school, received passing grades and then transferred to MSU. Ergo, this was a bad situation. But when we look at the performance of transfer students, it isn't much different than our own admitted freshmen.

Two Modest Proposals

It seems to be that the first order of business is to first ascertain whether the Advertising Division of the AEJ wants to tackle the issue of advertising education at the junior college level.

The transfer question is much larger than just one or two advertising courses. But if we can agree that ACEJ schools will accept the transfer of the principles of advertising course, it would be a "leg-up"

on the problem. For those schools where the teaching of advertising is a joint venture with business, we'll have to wait for AACSB to change.

I have two modest proposals:

(1) The Advertising Division recommend that the transfer of any introductory advertising course from a recognized junior college be accepted by a four-year school with full credit.

(2) The Advertising Division initiate regular communications with junior colleges through the Junior College Journalism Association, which could be sort of a "clearinghouse" on the teaching of advertising principles and on other related problems.

In addition, the Advertising Division might wish to seek the cooperation of the American Academy of Advertising and the American Marketing Association in the endeavor.

Conclusion

So there you are. You see me as an advocate of increased cooperation with the junior colleges.

I've articulated the junior college problem and made a few modest proposals which might help to correct what I feel is an educational anomaly. I might add that it need not be an AEJ activity but something you can personally do back home.

You have the ball. Count me in if you want to play.

SECTION ONE:

"Organization of the Basic Advertising Course"

Moderator:

Ernest Sharpe

University of Texas

"DIFFERENCES BETWEEN PROFESSIONAL ORIENTATION
AND GENERAL ORIENTATION IN
TEACHING THE INTRODUCTORY ADVERTISING COURSE"

By Ivan Preston
The University of Wisconsin

A major issue in the development of an introductory advertising course is whether to offer the course strictly for those who want an ad major with an entirely professional orientation or to provide a course which will attract students generally whether they are interested in the profession or not.

I would like to discuss some of the reasons I think are important in consideration of my position on this issue. You wouldn't want to reject either of these approaches out of hand, because they both have some fine advantages. But you can't have a single course in which you get the full advantage of both because in some respects the approaches are contradictory. So it is helpful to decide what you want to keep and what you want to give up and just what kind of identity you want to have.

The terms "professional course" and "general course" are labels. I will refer to them as two different courses, keeping in mind that I really mean two different versions of the same beginning survey course for students who have had no formal study of advertising. In both cases they may be the first in a series of additional advertising courses. The junior college may not have the additional courses but they may be preparing their students for taking these courses elsewhere.

Let's look at the comparative advantages. The professional course has the advantage of getting the student into the heart of the business with a minimum of waste motion. It anticipates the later courses in the major and gets the student into the context of the later courses by giving him beginning assignments in copywriting, layout design, media decisions and working with research on products, consumers, and markets. The general course doesn't do these things; the students study such things with the goal of understanding them, but they are not actually doing them--that is the principal difference.

In the general course, the assignments are mostly to study the textbook and hopefully a wide range of outside readings to discuss the content and to analyze the complexities of advertising and learn the jargon of the business. The student in the general course does not produce actual finished work. Also, the general course gets away from strict industry topics by looking at such things as the role of advertising in society, its effects on culture, cultural criticisms, economic effects, effects on the nature of the mass media, and other things which are important but are not what we call the "nuts and bolts."

So, the professional course comes closer to industry goals. The student learns whether he is interested in the advertising business, which should be a major goal of the survey course. The general version does not take this orientation. The student in the professional course is able to assess his professional capabilities in addition to his interest in advertising. The teacher sees more of the student in the professional course and is better able to assess him and to advise him.

The professional course is really closer to what we mean by an advertising major--this is the real thing for the student who wants that

background. One may ask then: why consider a more general version of the beginning course? The professional orientation seems to have just the right things. Well, here are some good reasons, I think, for adopting the general course. The principal one is to reach more students and also a much wider range of students than would be attracted to the professional course. The student who is sure he is interested in being an ad major naturally will like the professional course better, but other students won't like it so much and they very likely won't take it. For some of them it is because they are afraid of creative work; they are afraid they can't do it well. And some of them are right--they can't handle this work!

Another factor which will bring students into your general course who wouldn't come into the other is that the university may list your general course under its broad requirements. At Wisconsin, for instance, the students in Liberal Arts, which is a very large college, can take our Principles in Advertising course to fulfill their general social studies requirement. You can't get a listing like that if your courses are designed with a strict professional orientation.

So, with the general course you get a broader student participation. You could analyze this as a case of positioning; you are positioning your product toward a larger market segment with the general course. This came in handy for me recently--I used the general course and several others for a survey of student perceptions of an ad which the FTC had a complaint against. I told the FTC that I used several general courses for the study which had a broad range of students from around the university. They were rather suspicious about this. They said, "What's going on here; this is just a bunch of ad majors, isn't it?" I told them the

course had a variety of students--political science majors, English, art, history, psychology, sociology, economics, home economics, agricultural economics, pre-law students, hockey players--everyone who is interested in advertising.

Almost everyone is interested in advertising, and you can turn that interest into enrollment with a course description which does not confine itself to a narrow professional orientation. About 80 percent of the students we have in our beginning course never take another ad course. We might assume that most of them probably wouldn't have taken this course, either, if it hadn't promised to satisfy their general interest.

OK, so you can get students with the general course. Now, you might be thinking to yourself--so I can reach more students, but why do I want them anyway? I think there are various reasons why you can use them. For one thing, I think that all these students coming in from other majors go back and spread the story that advertising is an interesting thing to study and to talk about. This adds a lot to our status as a discipline. And advertising does have some status problems on most campuses. It helps a great deal to have students other than our own majors saying they can come to us and find a course they think is worth taking.

This matter is especially important when the professional school is situated within the Liberal Arts College. Professional schools fit most awkwardly within the Liberal Arts College. I was at Penn State when a colleague in philosophy made a motion in a meeting that they kick the whole journalism school right out of the college. As it turned out later, he didn't know much about the journalism school except he thought it wasn't academic the way philosophy is. Of course it isn't. But the general advertising course very much meets the standards, or I should say

the ideals, of the Liberal Arts College. The general course is very much a psychology and sociology course for a while and certain sections are a history course for a while; it's a law course for a while, and has little bits of philosophical orientation sprinkled around.

This does not mean in any way that you are injuring the professionally-oriented advertising student in a general course. If you offer other advertising courses where students can obtain professional experience you are not throwing this away--you are postponing it; you are not ditching it. As a matter of fact, there is a point of view which says a broad liberal arts perspective can be valuable, and some say necessary, preparation for a professional orientation. So you are actually supporting your professional orientation in your general course.

Another reason for seeking numbers is simple economics. If you are going to do professional things in the beginning course you have to keep the classes small. At least you should or you will sacrifice quality. The instructor must devote considerable time to each individual student when they are doing writing or design projects. And then there is the matter of equipment in the professional course. Some schools couldn't have a large enrollment in the professional course because, just as with photo-journalism or editing, you need equipment. With the general course, you don't have this problem at all because you can virtually always find a big enough lecture hall. The other economic aspect is that the large enrollment in your general course helps offset the small enrollment which is necessary in the advanced professional advertising courses.

For those of you who don't have any advanced courses at your school, the large enrollment helps the cost picture a great deal. Very obviously administrators are counting each sequence for cost per student these days.

With more students, the cost per student goes down. You may reject this as too commercial a view. It is not fun to have to look at courses this way, but that's what's being done and you simply have to take that position.

Now, I've discussed these two approaches as though there was nothing in between. It is possible, obviously, to devise a course that tries to hit somewhere in the middle--between the professional and the general orientation. I just want to say you should be careful if you try that, because the students are probably going to perceive your course as being one orientation or the other. Probably the professor's attitudes will have a lot to do with indicating how they are going to perceive the course. For example, if a professor happens to look with greater favor on students who are going into business, it will probably make itself evident in one way or another. If that is the case, even though he thinks he devised the course as a combination, very likely it is going to be perceived as being a course with a professional orientation. So I have a feeling that you would be better off to think of your own course as primarily one or the other--either the professional orientation or the general, rather than a combination.

"TEACHING METHODS AND THE PHILOSOPHY OF THE

INTRODUCTORY COURSE IN ADVERTISING"

By E. S. Lorimor

East Texas State University

I would like to discuss a survey that a graduate student and I have been conducting about introductory courses in advertising. We found that a great deal of criticism of advertising education has come from both sides--from practitioners who think it is not practical enough to produce competent graduates and from educators who still think it is too practical to be academically respectable.

The teachers of the introductory courses in advertising also have a problem--they have to decide about specific content and apparently there is a great deal of variety in what is being done. So they ask themselves this kind of question: "Should we simply offer a survey of the history, philosophy, and social implications of advertising, thus giving a broad general background of the field; should we provide a more practical orientation, stressing exercises in layout, copywriting and actual planning of an advertising campaign; should there perhaps be a combination of both approaches?"

There is also the question of textbooks--some are geared toward business and marketing, some toward agencies and the advertising industry, some toward practical advertising problems with an emphasis on copywriting and layout techniques. Still others stress a broad overview of the field, putting more emphasis on educating advertising consumers than advertising practitioners.

Obviously the teacher must choose both a course philosophy and a textbook that will express that philosophy. We found that very little research had been done to discover what is actually being taught in these introductory courses. This is true despite the fact that there has been a call for such a study from educators in the field. So, the purpose of the study was to gain information on both the teachers of the introductory courses and the courses themselves in order to discover the prevalent teaching methods and the philosophies used in basic courses.

We sent questionnaires to the 132 member-schools of the Association for Education in Journalism (AEJ). We sent additional questionnaires to individual faculty members who were members of AEJ and who listed advertising as a teaching speciality. A few additional questionnaires were sent to schools who noted that they had more than one faculty member teaching the introductory course. The questionnaires included sections on the professor's academic and practical background, the introductory course and how it was taught, and also the professor's teaching philosophy. We received a total of 102 usable replies.

We found that the most common academic ranks held by the teachers of the introductory courses were assistant professor (36), associate professor (25), full professor (21), and instructor (11). Most of the respondents held Bachelor's and Master's degrees in journalism. On the Bachelor's level, the second highest number held a degree in English. Most of the Ph.D.'s listed were in mass communications.

We asked the respondents how well they thought they were prepared to teach this course. The majority of them considered themselves either well-prepared or extremely-well-prepared. The respondents heavily favored both academic and professional experience requirements for teaching the

introductory course. The most common academic requirement listed was a Master's Degree, although a considerable number said a Bachelor's Degree would be acceptable if combined with experience in the advertising field. As to the amount of practical experience that should be required, the teachers generally indicated one to five years.

We asked them about the names of the courses and found that the most frequently listed name was "Principles of Advertising" or a variant such as "Advertising Principles." The second highest was "Introduction to Advertising." Most of the respondents reported that it is offered on the junior level, but a great many schools do offer it as a sophomore course.

Most of the introductory courses represented in this study were offered in a department of journalism. The most frequent type of advertising program mentioned was the advertising sequence (47 schools), followed by an advertising major (22 schools). Eighteen schools only offered the introductory course.

We asked them how the presence of non-journalism or non-advertising students affected their introductory courses. Most said it did not affect the way they taught their course. A few noted that the presence of non-advertising students made the class discussions more interesting and valuable, a few others said they had to be more general, more explanatory because of these non-majors.

We also asked about textbooks and found the most commonly used textbook in the introductory courses was Wright, Warner, and Winter's Advertising (37 teachers). The second was Kleppner's Advertising Procedure (22) and Dunn's Advertising: Its Role in Modern Marketing (12). Most expressed satisfaction with the textbook they were using and said they had no plans

to change. The most frequently mentioned reasons for textbook selection were that of being most available, most up-to-date, and most comprehensive. Many of the respondents said that they were using a textbook that had been selected by the department chairman or a departmental committee, or a book that had been used previously, and that they themselves had not made the selection. Among those who suggested changes in textbooks, the most common complaint was that the book needed updating.

Most of the respondents noted that they required additional readings in the introductory course. We also asked them what kind of readings were required. Most frequently mentioned were readings from a number of advertising periodicals and various trade and professional journals. Two of the books mentioned were Madison Avenue, USA and From Those Wonderful Folks Who Brought You Pearl Harbor.

Most of the teachers said they do not require term papers from their students, and those who did, specified a length of generally under 20 pages.

Of the 90 respondents who answered the question on course philosophy, 32 said they used it as an introduction to the history, philosophy, and social implications of advertising; 12 said they taught a practical, how-to-do-it course; and 46 said they viewed the course as a combination of both the approaches.

I have some quotations from some who answered the questions at length. One noted:

> Though I am personally more concerned with 'philosophical and social knowledge of advertising', I find this quickly becomes boring to students. I try to compromise and give a general background mixed in with the 'real world' stuff which they seem to like--bringing in practioners, showing radio and TV CLIO Award commercials, slides of ads, etc.

A professor who stressed the "how-to-do-it approach" commented:

> My approach is to show how an effective advertising program is planned, researched, and executed to fulfill the social and psychological needs and wants of consumers. I have no illusion that students will be advertising experts after taking the course but they should be aware of what is involved in advertising and to know why and how it works, determine whether or not they wish to consider career opportunities in advertising, have a rudimentary copy and layout skill, and be more intelligent consumers of advertising messages.

Still another professor who employed the practical approach put it this way:

> Our curriculum stresses 'doing it.' Most of my students have had radio and TV (and sometimes newspaper) production courses. I teach them to apply this to advertising. I try in the introductory course to give them a smattering of everything. For instance, I think it is unfair to gloss over certain jobs in advertising simply because the instructor doesn't think they are glamorous--like direct mail.

Those who taught advertising within the marketing framework offered by the business administration or marketing departments took a somewhat different view from those in journalism and mass communications. One marketing professor offered the introductory advertising course as a combination of theory and practice but with a somewhat different slant:

> Advertising is part of the marketing function and should be taught within the marketing framework. Principles in marketing is a prerequisite to principles in advertising at this university.
>
> Many students, unless they are advertising majors, will only take the introductory course. Therefore, it is necessary to provide those who will end up in some area of commerce and industry with sufficient marketing 'principles' for making <u>intelligent management decisions</u>. They must be able to identify many variables in analyzing markets and to do psychological research and have a knowledge of the mass media, etc.
>
> Copy and layout should not be included in a principles course; these are specialized areas of advertising and should only be taught at advanced levels. We have too many incompetents masquerading as copywriters and layout artists now. We certainly do not need to produce any more who have the misconception that they can write effective copy, lay out an ad, or even communicate effectively after an introductory course.

Most of the teachers saw their course as a combination of the practical and theoretical approaches with the philosophies depending on the individual curricular philosophy of the university. When only the introductory course was taught, the course generally leaned toward the practical. The course was more theoretical when it was the first in the sequence which included additional specialized courses in techniques. One professor from a school which offered the introductory course only explained his approach as follows:

> This course is the only advertising course many of our journalism students will have. Thus I am interested that they understand advertising's role in society and that they understand various aspects of the criticism often leveled against advertising. I am more concerned, however, that they know the basic procedures involved in creating an ad. Many of our students will work for small newspapers. Such a position will sooner or later require the ability to draw up an ad. When that time comes, I hope they will at least know where to begin.

Another professor from a larger university which offers an advertising sequence noted that his school had added a new course which deals with one of the chief areas normally considered in the introductory course:

> We have no creative assignments because we want to draw heavily from students who are interested in the area but might be scared off by such work. There is plenty of opportunity for that elsewhere, anyway. The purpose of the course is to cover the general nature of advertising, including much reading and discussion about creative tasks. We used to have a lot of material about advertising in society in the course, but we took most of that out and put it into another course called 'Mass Communications for the Consumer.' Therefore, the Principles course is mostly industry-oriented and basically very practical, in anticipation of later courses in the sequence.

Another thing that is becoming popular in the larger schools particularly was separate sections for majors and non-majors. The non-major section seemed to be generally a broad overview of the institution of

advertising and social implications whereas the major's section was an introduction to further specialized study in the field.

The respondents mentioned team-teaching, audio-visuals, and guest speakers as the most frequently used way of arousing interest in introductory courses. Here is one professor's method of adding depth to his introductory course:

> My own personal belief is that professional people in the classroom add the breath of life to advertising in many students' opinion. So I always arrange for at least 25 percent of the lectures to be given by professionals from agencies, companies, and media organizations. I assign them their topic some two months in advance and require them to make it as visual as possible and ask that all the material they use become the property of the university at the end of the lecture. In this way I build our library of current materials, which are then available to any other professor for other courses. We have had excellent cooperation from the professionals in this effort.

Our conclusion is that the purely practical, how-to-do-it advertising course is usually combined with a more theoretical approach. Most of the respondents indicated that they introduce their students to practical layout and writing problems and even let them try their hands at some layout, writing, and campaign planning. But, in general, they seem to do this in order to give their students the opportunity to "get their feet wet" in advertising. They do not attempt to produce copywriters and layout artists of even minimal proficiency. In general, they seem to view the introductory course as just what it sounds like--an introduction to advertising. As can be seen, however, there was considerable controversy among the participants.

"PROJECTS IN THE INTRODUCTORY ADVERTISING COURSE"

By Jeanean Lawson

Houston Junior College

At the time that I was invited to participate in this workshop, I was an advertising consultant at Houston Community College. Their advertising course is offered in the business school; they are very much opposed to anything in the line of journalism. This may have some bearing on my remarks.

I'm going to discuss the "how" and "what" we can do with projects in an effective introductory course in advertising. There are two types of projects--the individual project and the class or group assignment. The individual project, of course, takes a great deal more time of the faculty member because of the need to help each student. Many members of the class are not advertising or even journalism majors. They are looking for an extra course; they are looking for something they can handle with ease (advertising is often the choice because everybody knows all there is to know about advertising without taking a course in it).

And so, because of this variety of students, you must mold some kind of unit. The individual project can provide real experience for the student who has no definite specific interest in a career field. It takes a little time to get to know your student before you can actually help him select a project; it also takes a certain amount of introductory material before the student can actually select a project that is worthwhile. However, on the basis that it takes a great deal of your time for guidance, the individual project is primarily one for the small class, for the teacher who does not have an extremely difficult teaching load.

I think probably the individual project is my favorite approach to assignments in an advertising class because the teacher can have a good time and learn a great deal from it.

In selecting a class project, one may choose either a totally new product and develop a complete introductory advertising program or select a product that the class actually feels is not being handled well in the advertising field and develop a new program for it.

In a study of all ad teachers in Texas, we found that most of them used the second approach.

Another approach that we have used was to develop a campaign for a student who ran for office in the student government. The class took his candidacy as a class project and worked out budget problems, the various media decisions and the creative work.

A third type of project which seems to be quite popular with junior college teachers, (but not at all with senior college teachers, by the way), is the school newspaper, yearbook or magazine. These publications can be used for laboratory projects and therefore the student can actually work on the advertising department staff of the publication. In most situations in the junior or community colleges you will find that the advertising teacher is also the publication adviser. So there is a closer liaison between classroom and publication than in the senior colleges. This is also very helpful to the publication which has to sell advertising. The school publication needs salesmen and creative people and, of course, the advertising students benefit from the practical experience.

In a community college situation we are actually a clearing house for a number of different majors who have many talents. The best advertising salesman and layout artist was a biology major who happened to take the advertising course.

A basic problem in advertising for school newspapers is the difference in a small community as opposed to an urban or city situation. Many of the ads for a city publication come from advertising agencies so you may have just a sales involvement and no laboratory needs. In a small town situation, of course, students may do the whole project. Another value of practical assignments in school is the usefulness of this when applying for a job.

The type of project that you select is a function of the individual teacher, the size of the community, the qualifications of the student, and the physical equipment available at the school.

"THE EFFECTIVE ADVERTISING COURSE

MEETS THE NEEDS OF ITS STUDENTS"

By Donald G. Hileman

The University of Tennessee

In developing the basic course in advertising, I am more concerned about the teacher, especially the teacher at the junior college or community college level, since he or she has perhaps one advertising course and many other responsibilities. I am more concerned with whether you really keep up professionally than I am with the specific text you choose or other details of the course. So I would like to encourage you to associate with local advertising organizations such as advertising clubs, agencies and the media.

I would also recommend that you consider membership in the professional organizations for advertising educators such as the AEJ Advertising Division and the American Academy of Advertising. You may also find that the new AAF-ADS group will help you develop a sense of professionalism among your career-minded ad students. And, certainly you should read the industry news offered in such publications as Advertising Age.

If you are professionally oriented yourself and keep up to date, then I have no concern about the specific texts you use or what particular approach you follow.

It appears to me, however, that there may be a difference in the two year programs of junior colleges and community colleges. For example, the young people in many community colleges are pursuing two-year terminal programs. This may warrant a more practical, skills-oriented advertising program. Many students in the junior colleges, however, intend to

continue their education at four-year institutions. It may be wise in this instance to provide a more general advertising course supplemented with basic economics, marketing, and social science courses.

I hope that you analyze your program and where your young people are going, what they plan for the future, and what they need from your program. If you are sending people on to four-year schools, find out where they are, check with their advertising instructors at the four-year schools and see whether they were actually prepared for the work.

You may want to do something in addition to your text. An advertising project would be especially useful in the skills-oriented program. In other instances, outside readings, term papers, or reports from industry periodicals may be more appropriate.

At many four-year institutions there are often a number of ad sales positions that aren't filled. Perhaps there is a great opportunity here--particularly in media sales--for the junior college or community college graduate.

In summary, I believe that the effective advertising program or course can be developed if the instructor accurately assesses his students' needs, understands the role of his college in the community, and strives to continually grow personally.

SECTION TWO:

"Textbooks and Testing"

Moderator:

Chris Burns

University of Colorado

"HOW COURSE GOALS, TEACHING STRATEGIES, AND LIMITING VARIABLES AFFECT TEXTBOOK SELECTION"

By Charlie Mauldin

Michigan State University

What I propose to offer is an approach to dealing with the problems of selecting a textbook and selecting testing strategy for the introductory advertising course. The approach I'm going to suggest assumes that the introductory course has, in a given situation, a number of functions to perform, and that the textbook and the testing exist to help achieve those functions. The approach has these general steps:

1. Establish instructional objectives. Decide what you want students to obtain from the course.
2. Identify important limiting variables. There are a number of things that you cannot control--such as length of term--which influence your teaching strategy.
3. Establish a teaching strategy. To do this, you have to decide how you plan to achieve your instructional objectives, given the limitations you are working under.
4. Select a textbook and a testing strategy that help you execute your teaching strategy. The objectives you have set and the teaching strategy provide the parameters for evaluating textbooks and testing strategies.

At Michigan State, the instructional objectives are a matter of agreement, in a general sense, although specific content and teaching strategy are decided by individual faculty members. At the broadest

level, the instructional objective is to provide a basic understanding of the structure, process and techniques of advertising and of its role in society. More specifically, that broad objective subsumes four content areas:

1. The growth of advertising, the history of commercial communication in interaction with other institutions. Discussion of the present socio-economic structure and role of advertising in the United States, including ethical matters.
2. Relationship of advertising processes to behavioral science and marketing fundamentals.
3. Examination of the processes of advertising: situation analysis and setting objectives, planning and budgeting, media selection, message creation, evaluation of advertising.
4. Use of media, emphasizing major forms: newspapers, magazines, television, radio.

Given such objectives, there are implications that follow for selecting a textbook. Specifically, one asks of a textbook how thoroughly and how clearly and how interestingly a particular textbook covers the subject matter. Most basic advertising textbooks try to cover a great deal of material in great detail, so the organization of the book is the key. There is an apparent trend toward trying various "systems approaches," but to date the approaches are structural rather than functional, and the "structures" are varied indeed.

In any particular situation, there are a number of important variables outside your control, things like length of term, class sizes, class composition. Such variables may also have implications for the textbook you choose. At Michigan State, for example, we have ten-week

terms and, because the introductory course is offered to many non-majors, we have very large classes. The ten-week term means that a very thick textbook has to be used selectively or other assignments limited because of the size of the task of reading the book.

A particular teaching strategy may also provide parameters for evaluating introductory textbooks. For example, the next time I teach the introductory course, I plan to offer a set of assignments to allow students to sample a number of functions in advertising processes: selecting media, creating messages, evaluating messages, etc. A question one might ask of a textbook, then, is how well it supports a teaching strategy. I would find it helpful, for example, to have a textbook that offered simple assignments that help students to sample a variety of advertising functions.

To summarize, then, the criteria for evaluating a textbook for an introductory advertising course come primarily from three kinds of considerations. First the instructional objectives--what you want students to take from the course. A satisfactory textbook should cover the subject matter. Second, situational variables you cannot control can yield evaluation criteria. Third, a good textbook supports your particular teaching strategy. And, obviously, the more definite the objectives and the teaching strategy, the clearer are the implications for evaluating textbooks.

"USING GUEST SPEAKERS AND OPEN-BOOK TESTING

IN ADVERTISING COURSES"

By Harry Ainsworth

University of Arkansas, Fayetteville

I teach at the University of Arkansas at Fayetteville which is smack in the northwest corner of the state on top of an Ozark mountain. The reason I mention this is that if we can get guest speakers to come all that long way, anyone can. We give absolutely no honorariums beyond lunch. Yet, somehow or other people seem to be glad to get involved in our advertising program, to come to the University of Arkansas to present a program.

I find that our guests are usually more eager to be invited during football season but even in the spring they show up. The reason that I'm saying this is because I feel that if they will come to Fayetteville, Arkansas, they'll go anywhere. We need speakers--as many of you do--because we are rather removed from the mainstream of the advertising business.

I don't mean that we have speakers every day. But we have as many professionals as possible visit our classrooms, and our examinations are built around these presentations: who has been there; who has come in to tell us about life in the real world in Houston, or Dallas or Tulsa. So you'll find that our exams may seem sort of abstract but to the students in the classes they make sense because they are based upon people who have come to their classes and discussed advertising with them.

All of my examinations are "open-book." To me there are no right answers in advertising. So I say, "Look, I want your answers; so you give me <u>your</u> answer." The students open their books and they open their notes and they open their minds, I think. It also says at the bottom of most of these exams to "think long and answer short." I hope the students think about the situation that we have talked about in class and think about some of the reports and books and presentations and take the examination on that basis.

"FLEXIBILITY IN TESTING FOR ADVERTISING STUDENTS

IN COMMUNITY COLLEGES"

By Courtney Hart

Community College of Denver

I have taught advertising four years at the Community College of Denver and since this is a seminar for junior colleges I will concentrate on my experiences in teaching at a junior college.

Basically, as far as textbook selection is concerned, I am the only one who teaches advertising courses in our program. I choose a book mainly because of its readability.

There are three campuses in Denver, and they are all different and the student body composition is different. I have taught from different books at different campuses and the goal of the college is to try to gear the student toward the real world as much as possible because most of the students are not there for the four-year program. In other words, they take the advertising course in a business series and then move on to the real world and a career.

We find that there is a readability problem. The central campus where I teach most of the courses right now is basically a minority composition. We have reading labs and I find it necessary to get other advertising books in the library for these students to use for reference. This helps the student understand some of the terms and some of the things we discussed in class. Most of the courses I teach in Denver are in the evening. So what I do at the beginning of each class is to try to find out the goals of each student, what he is looking for in the class,

why he is there, why he is taking it. Most of the students in a business program aren't required to take advertising so they have some other reason.

My newest method of testing is determining from the students what type of tests they enjoy taking. Usually, there are several different tests for the same class. Some students say, "I must think, I can't write, I couldn't take a test like you would give." This is due to a lack of skills. To enter the Community College system at Denver you don't need a high school diploma. So many cannot write and think effectively. In order to develop these talents, I have to work with them and maybe we will sit down and have an oral test, or maybe they find they do well with objective-type questions.

I find this puts a lot more work on myself but our goal is to help the student. We find out why he is taking the class, what he's interested in, and we find a book that all students can handle.

I take the students to the largest advertising agency in Denver and they see what it's like. You wouldn't believe the surprises and the looks on their faces. We go through the agency and they see exactly what services the agency provides. The agencies have been kind to meet in a conference with us and talk about all the different areas of advertising. This whole approach is oriented toward the students' goals and the real world.

We also go to some of the small agencies so they can get an idea if they are interested in continuing in the other advertising courses. If they are interested in advertising and they want to stay in the program, they get a pretty realistic picture from the introductory class. To

summarize, I use the goals of the school and the students as my two most important criteria in selecting textbooks and tests. I am trying this new system of giving different types of tests to different students. It has worked out pretty well and I find that this often stimulates students to do more work because they feel that I am interested in helping them. So we work with the students and their goals and try to orient them to the business world and advertising in Denver.

"TESTING TECHNIQUES FOR THE LARGE

ADVERTISING CLASS"

By Frank Pierce

The University of Florida

I'll discuss two schools--my current assignment at The University of Florida and my former employer, the University of Texas at Austin.

In the basic advertising course, I decided not to give a final examination but I did give four tests within the ten-week quarter. In the first two of these tests, I asked some fairly rough questions. All were multiple-choice. Those of you who have used the teacher's manual for Wright, Warner, and Winter's Advertising know that there are usually three possible answers to each multiple-choice question. I added a couple more answers to each question in order to reduce the chances of guessing right from 33 percent to about 20 percent. For the third and fourth tests of the quarter, I decided to use short-answer essay questions.

This put a premium on studying in order to pass this basic advertising course. To lighten the shock a little bit, I also told my students that they could select their grades on any three of the four tests. I would drop their lowest score in my overall grade computation. This seemed to please them a lot, particularly after some of them came up with scores of 42 or so on the first test of the quarter. That shook them up quite a bit. I think I got their attention.

I also kept a complete record of every student's performance by individual question. Then, when the quarter was over, I divided all the answers into "A," "B," "C," and "D" students. I will make this

information available to the authors of the text so that they can see exactly how one group of 70 students at one university did using their basic questions, plus my admendments.

I do another thing at Florida which is not really a test--I use a survey to measure attitude change toward advertising over the quarter. On the first day of class I pass out what I call a "data sheet" on which I ask each student to respond to certain questions. I obtain data on who they are, where they come from, what their major is, and why they have selected this particular course. I also ask a number of standard questions concerning advertising as an institution. On the next to last day of the quarter I give the same questions to them again, and tabulate the differences later on. I find it interesting to see how the students change their minds about certain aspects of advertising during the quarter.

Now, are my regular tests really difficult? We had a professional from one of the AAAA agencies in Miami who had worked in New York for a long time, was a St. John's graduate, and had been creative director of the agency in Miami for a year. He came to our campus for the first time to lecture in my class on the subject of creativity. After his presentation, we were talking in my office and he happened to see a copy of my latest test. He asked if he could take it, and did so. I graded it for him immediately and he got a 78--a high C. He was somewhat taken aback and said, "Gee, I sure learned a lot about outdoor that I didn't know." I'm quite certain in my own mind that he went back to Miami and told his agency people there, "You know, they have some pretty tough tests at the U. of Florida. I think those kids are going to know something when they

graduate if the rest of the advertising sequence is the equivalent of the basic course."

We've heard our panelists say that they have guest speakers. I certainly have as many guest speakers as I can arrange without really making the course all guest speakers. This is a good way to bring the breath of life of the advertising world directly into the classroom. I had eight different professionals come in last spring (out of 40 class meetings). The next test after the professional appeared always had two specific questions concerning the professional's presentation. That tested student comprehension and retention, of course. But it also allowed the professional to see how well he had communicated because I made the test results available to him within a short time. I think this has value in addition to the usual benefits of a dialogue between students and professional and between professional and instructor. I think this is a fairly good technique.

At the University of Texas at Austin (where the classes were much larger), all of the tests in the basic course were machine-graded. There I used three tests during the semester plus a final. At Florida, as I've said, I use four tests, no final, and drop one in grade computation. All tests are graded by hand at Florida.

I think the textbook becomes an extension of the teacher, or maybe it's the other way around. I find that I don't teach the same way each time I offer the basic course. I have new examples; I have new speakers coming in. I have certain basic information that I want to present each time but I do think that most teachers use the same textbook in a somewhat different way, depending on the circumstances they find themselves in each time and each term.

APPENDIX

CURRENT DEVELOPMENTS IN JUNIOR-SENIOR COLLEGE RELATIONS IN MICHIGAN

By Kenward Atkin

Michigan State University

Michigan Modified Articulation Conference Plan

The State Board of Public and Community Colleges advises the State Board of Education on the supervision of the twenty-nine public two-year colleges in Michigan. The state board has recently begun to exert control over community college curriculum planning. All curricula must be approved by that body. Up to the present, articulation between two- and four-year colleges has been developed by the Michigan Association of Collegiate Registrars and Admission Officers in a cooperative and voluntary relationship.

A philosophy of cooperation and flexibility is practiced among community colleges and senior institutions in Michigan. Room to maneuver is allowed for handling unusual and individual transfer situations. Authority to determine course transferability rests with the receiving institution. A course syllabus may be requested and in a small number of cases may be referred to the appropriate university department for the transfer decision. All decisions are relayed annually to concerned institutions. Concise transfer information is available to all.

The two major universities in Michigan, Michigan State University and the University of Michigan, have special units within their admissions offices to service the community colleges. Michigan State accepts many more community college transfer students than does the University of Michigan. While it has not been stated publicly, I believe the reason for this is the willingness of Michigan State to accept disadvantaged students with lower qualifications.

A transfer orientation program has been developed at Michigan State. Before registration, transfer students meet with a representative of the

university college in which the transfer student hopes to major.

The student receives counseling on the basic requirements and credit evaluation, and arranges for academic advising. The office of orientation provides a variety of services to enable students to begin classes with a minimum of difficulty.

At the University of Michigan, decisions on specific degree requirements are made by a board of committee of each school or college, which then follows its own guidelines.

Private institutions are not allowed to have degree requirements and recommended course outlines printed in community college catalogs.

Current Developments

The most significant agreement is just now being negotiated. It is a proposal that will require the agreement of both the two- and four-year institutions on the nature, content, and extent of minimum basic two-year requirements, as follows.

Basic requirements are defined as those requirements designed to provide students with a broad intellectual experience in the major fields of knowledge. The intent of such requirements is to ensure that each graduate will have experienced some of the content, method, and system of values of the various disciplines that enable man to understand himself and his environment.

Basic two-year requirements will include English composition and the broad categories of social science, natural science, and humanities. The inclusion of specific courses within a given category would be determined by the faculty offering the course.

Nontransferable technical, vocational, or developmental courses will not be included in the basic requirements. As foreign language is not required for any junior college degree programs, none are stipulated. However, foreign language requirements for individual baccalaureate degree programs will be the prerogative of the senior institutions.

Each receiving institution will determine the equivalence and applicability of basic two-year courses in meeting other graduation requirements. The degree school may not however require additional basic two-year requirements, regardless of the individual course evaluations, if the student has received the associate degree. Transfer students who have not completed the basic two-year requirements of the junior college will meet the requirements of the degree school.

Comments

The adoption of a statewide code establishing basic principles and curriculum for transfer students would seem highly desirable. Under such a code, students in the junior colleges would be able to explore several areas without having to commit themselves to a particular academic program and institution at the time of their first enrollment. At the present time, junior college students may lose time and credit if they are not ready to make career decisions when they enter a community college; most four-year schools allow their own students two years of exploration time. In addition, students would be able to meet the transfer requirements without the necessity of getting into a course offered once a year or one that might be dropped due to low enrollment.

Counseling, of course, would be made much easier.

The adoption of such a general curricular articulation agreement would not affect the autonomy of individual schools to introduce new programs, establish the prerequisites, or require certain levels of quality for entrance.

It is easy to see that a high degree of uniformity is badly needed vis-à-vis the general education requirements by students, faculty, counselors and administrators.

While such articulation agreements as the above are now largely intrastate in scope and deal largely with general education requirements, there is no reason why it cannot be extended to specific degree programs such as advertising and news-editorial programs. I would also hope those from business schools could agree. This requires the consent of our respective accreditation groups: ACEJ and AACSB.

I do want to make it clear that accreditation procedures need to be preserved--they are a vital foundation in maintaining quality education.

NOTE: For the best reference on the subject of junior colleges--senior colleges, see:

Kintzer, Frederick, Middleman in Higher Education (San Francisco, Jossey-Bass Publishers). 1973.

LANSING COMMUNITY COLLEGE

CURRICULAR GUIDE

Curriculum: Advertising Major, Michigan State University

Curriculum Code: 107

BASIC TRANSFER PROGRAM

Course Number	Course Title	Credit Hours
SPS 101	Orientation	1
ENG 121	Freshman English	4
ENG 122	Freshman English	4
ENG 123	Freshman English	4
	-or-	
ENG 124	Freshman English	4
NS 121	Natural Science	4
NS 122	Natural Science	4
NS 123	Natural Science	4
SS 101	Social Science I	4
SS 102	Social Science II	4
SS 103	Social Science III	4
HUM 201	Western Civilization I	4
HUM 202	Western Civilization II	4
HUM 203	Western Civilization III	4

Course Number	Course Title	Credit Hours
EC 201	Principles of Economics I	4
EC 202	Principles of Economics II	4
PSY 201	Introduction to Psychology	4
	English and American Literature	9
	Two courses in history and/or political science	8
	Electives	12
	TOTAL	90

RECOMMENDED ELECTIVES

PHL 101	Principles of Right Reason	4
SPH 104	Fundamentals of Speech	3
SA 200	Principles of Sociology	4
PSY 202	Psychology of Personality	3
DP 110	Fortran	3
SA 270	Introduction to Cultural Anthropology	4

Students desiring to change their curriculum are required to consult with a counselor in Counseling Services.

LANSING COMMUNITY COLLEGE

CURRICULAR GUIDE

Curriculum: Journalism, Michigan State University

Curriculum Code: 107

Course Number	Course Title	Credit Hours	Course Number	Course Title	Credit Hours
SPS 101	Orientation	1	SS 101	Social Science I	4
			SS 102	Social Science II	4
ENG 121	Freshman English	4	SS 103	Social Science III	4
ENG 122	Freshman English	4			
ENG 123	Freshman English	4	HUM 201	Western Civilization I	4
	-or-		HUM 202	Western Civilization II	4
ENG 124	Freshman English	4	HUM 203	Western Civilization III	4
NS 121	Natural Science	4	EC 201	Principles of Economics I	4
NS 122	Natural Science	4			
NS 123	Natural Science	4		English & American Literature	12

ELECTIVES

Six credits from the following:

EC 202	Principles of Economics II	4
EC 203	Economic & Business History	3
GEO 203	Economic Geography	3

Because of the specific course requirements in the journalism curriculum, students should plan to transfer before completing a full two years at Lansing Community College.

Students desiring to change their curriculum are required to consult with a counselor in Counseling Services.

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